



FACULTY
OF ARTS
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Information Safety Education of Primary School Children in Libraries

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Goal of the presentation

- Goal: evaluation research of information safety lessons for each grade of primary school

- Topics:
 - Importance of information safety for children
 - Research methodology and results
 - Practical findings

Information safety and children

- Access (copyright and inappropriate content):
 - 71% downloaded in past year [5]
 - 43% saw inappropriate information (CZ) [1]
- Evaluation
 - Speed X quality [6]
 - 33% always tell the truth and 3% believe (CZ) [7]
- Creation (primarily communication):
 - Public 13 of 18 information [8], 33 % public profile (CZ) [1] and active in sexting – posted 7% and sent 12 % (CZ) [9]
 - Internet friend asked 27% children to keep their communication secret and 40% agree to a personal meeting (CZ) [9]
 - ¼ not know problem of deleting uploaded content [10]

Information safety and children

- Not only victims
 - Often cyberbullying as an innocent game [3],
 - 1/3 not know that uploading software is illegal [4]
- Children mostly know what is wrong but behave risky – CZ more than in EU [1]
- 12 % experience with harm on the Internet [1]
- 54% ignore parental Internet rules (CZ) [1]
- Barriers of some schools [11], only technical basics and little time

Framework of the conception

- Constructivist pedagogical paradigm
 - Student-centred, problem-based, active and cooperative learning
 - Evocation – realization of meaning – reflection
- Different lesson for each grade of primary school
 - Pupils 6-15 years (9 grades)
 - One class for 90 minutes, minimal IT equipment
 - Safety measures according to needs and abilities
- Materials to follow up in school and family

Research methods

- Environment exploration: questionnaire and test for librarians, document analysis of children products at lessons
- Kirkpatrick evaluation model:
 - **Observation**
 - **Smile sheets for children**
 - Interviews for 360-degree feedback [see 11]
 - Focus group with lower grades teachers
 - Pre-tests and post-test for each classes (actually processed)

Methodology

- 2013-2017: 59 observations (1398 children), 37 smilesheets
- 5 schools, 2 libraries
 - Purposive sampling
 - Different setting:
 - Experience with lessons in library
 - In schools/library
 - Younger/older classes
 - Presence of teacher

Smilesheets

- Worse rating by higher grades (critical)
- Changes led to better rating
- At schools more negative ratings



Grade and title	No.			
1 Pros and Cons of Computers	6	94	15	5
2 Ten Rules of Safe Internet	8	149	28	23
3 Digital Footprints in a Network	4	82	14	4
4 Who is behind the Monitor	5	97	24	2
5 Work with IR	3	34	25	3
6 Polyjuice Potion	6	112	12	2
7 Up and Download	2	0	23	25
8 Detective Stories on Facebook	1	13	19	11
9 Life of a Media Report	2	7	24	9

Observation results – form of lessons

- Location of the lessons:
 - teaching routines X concentration, cooperation, activity, express opinion
- Form of lessons:
 - non-traditional learning methods
 - clear goal (work sheets)
- Primary school teacher:
 - management of the lesson
 - negatives => use other IR and spending leisure time

Observation results – content of lessons

- Individual students:
 - practical tasks in everyday life => own solutions, generalized in reflection
 - differences in computer X information literacy
 - younger X older in sharing experience and products
- Choice of the subject:
 - lower motivated by the Internet
 - from K5 convince about usefulness in practical life

1 positives and negatives of using desktop, notebook, tablet, smartphone and e-book	best to remember specific demonstrations
2 basic safety measures when using the Internet and the reasons for their use	only simple solution of specific explained situation
3 communication threats and inadequate evaluation of information	real life experience, but without problems
4 degree of misuse of information and suitable personal answers	better application to similar situations
5 processing of printed and electronic resources, basic assessing their credibility	EIR more motivating, but better results with the book
6 social engineering techniques, recommendations for work with a password	legal penalties and naming risk of real behaviour
7 copyright in an e-environment (plagiarism, downloading, uploading)	role playing of problems with copyright (nobody finds out?)
8 real-life stories and possible protective and defensive measures	negatives too distant => real stories and experience of others
9 evaluating media messages (argumentation and manipulation)	media only SNS and YouTube, examples of manipulation

Practical findings

- Lessons effectiveness – transfer to other libraries and planning lessons according to children’s needs
- Important role of learning environment, teacher, teaching methods and connection with individual life situations
- Knowledge X behaviour
- Computer X information literacy: interested in
 - using some technical safety solutions
 - legal punishment

INFORMATION SAFETY LESSONS ARE IMPORTANT ALSO FOR “DIGITAL NATIVES” .

Thank you for your attention.

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Reflection worksheet for 2nd class



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Evocation worksheet for 8th class

Diamant:
internet

Synonymum – oo dobrého znamená?

2 přídavná jména – dobré vlastnosti

3 slovesa – oo dobrého na něm někdo může dělat?

Věta o 4 slovech

3 slovesa – oo špatného na něm někdo může dělat?

2 přídavná jména – špatné vlastnosti

Synonymum – oo špatného znamená?

Example of a filled smilesheet

